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EXPLORING DIALOGICAL CRITICAL THINKING IN SPEAKING ENGLISH AT THE FOURTH SEMESTER STUDENT OF STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU



BY

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SPEAKING ENGLISH AT THE FOURTH SEMESTER
STUDENT OF STATE ISLAMIC UNIVERSITY OF
SULTAN SYARIF KASIM RIAU**

Thesis

Submitted as Partial Fulfillment of the Requirements
for Getting Undergraduate Degree in English Education
(S.Pd)



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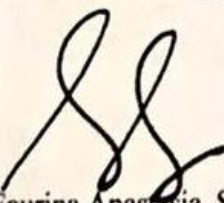
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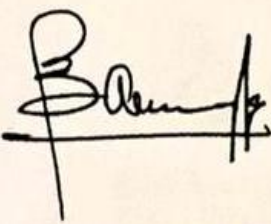
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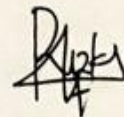
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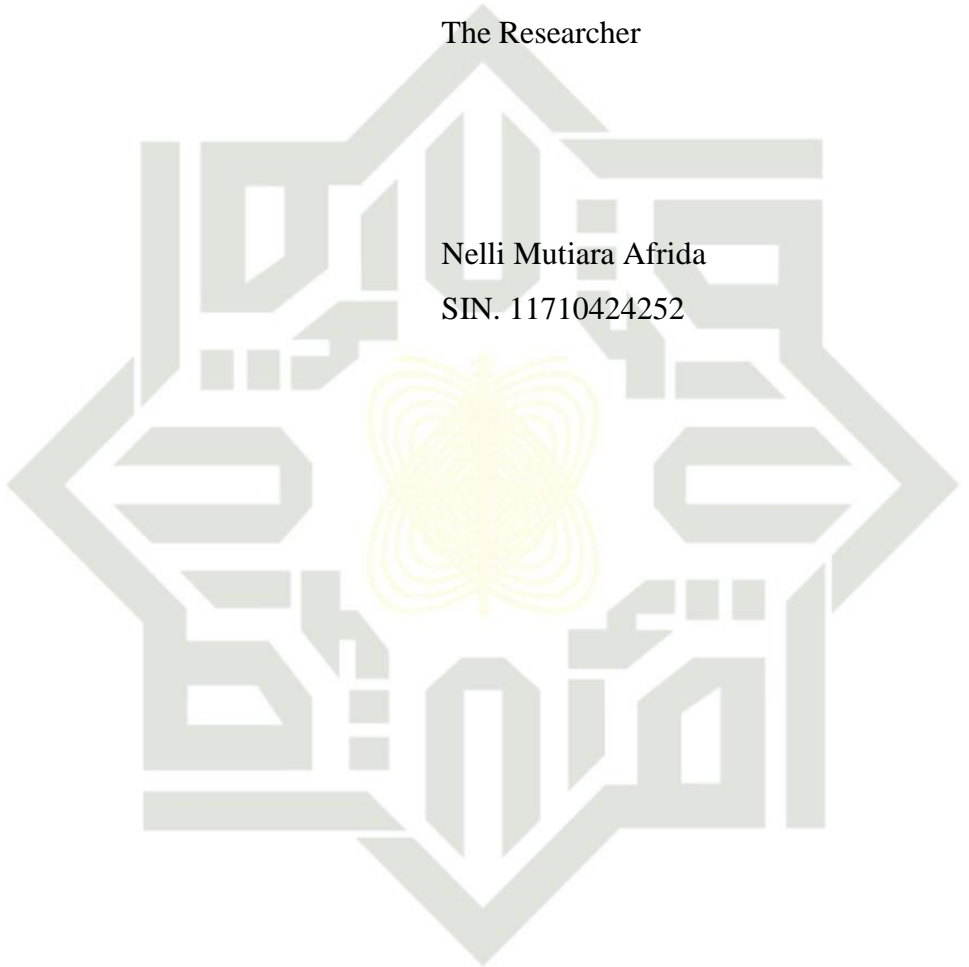
Finally, the researcher realizes that this thesis is still far from being perfect, there are many weaknesses on this thesis. Therefore, the readers' comments, constructive critiques and suggestions are seriously needed in order to improve this thesis. May Allah Almighty, the lord of universe blesses you all. Aamiin

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ABSTRACT

Nelli Mutiara Afrida, (2021) : Exploring Dialogical Critical Thinking in Speaking English at the Fourth Semester Student of State Islamic University of Sultan Syarif Kasim Riau

The aim of the research was to know how is dialogical critical thinking in student's speaking English. The researcher employed a quantitative research design, particularly descriptive quantitative. The population of the research was the fourth semester student majoring English education department. The sample of the research used simple random sampling and take 14% of 110 population. To obtain the data, the researcher used questionnaire. Based on the data analysis, the researcher concluded that exploring dialogical critical thinking in speaking English at the fourth semester student of State Islamic University of Sultan Syarif Kasim Riau has shown the percentage of 72,63% which was categorized into good category.

Keyword: Dialogical Critical Thinking, Speaking English.



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ABSTRAK

Nelli Mutiara Afrida, (2021) : Eksplorasi Berpikir Kritis Dialogis Dalam Berbicara Bahasa Inggris pada Mahasiswa Semester Empat Universitas Islam Negeri Sultan Syarif Kasim Riau

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana berpikir kritis dialogis dalam berbicara bahasa Inggris pada mahasiswa. Peneliti menggunakan desain penelitian kuantitatif, khususnya deskriptif kuantitatif. Populasi penelitian ini adalah mahasiswa semester IV jurusan Pendidikan Bahasa Inggris. Sampel penelitian menggunakan *simple random sampling* dan mengambil 14% dari 110 populasi. Untuk memperoleh data, peneliti menggunakan kuesioner. Berdasarkan analisis data, peneliti menyimpulkan bahwa mengeksplorasi pemikiran kritis dialogis dalam berbicara bahasa Inggris pada mahasiswa semester IV Universitas Islam Negeri Sultan Syarif Kasim Riau telah menunjukkan persentase 72,63% yang termasuk dalam kategori baik.

Kata Kunci: Berpikir Kritis Dialogis, Berbicara Bahasa Inggris.

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ملخص

نيلي موتيارا أفريدا، (٢٠٢١): استكشاف التفكير النقدي الحواري في التحدث باللغة الإنجليزية لدى طلاب الفصل الدراسي الرابع لجامعة السلطان الشريف قاسم الإسلامية الحكومية رياو

هذا البحث تم إجراؤه في جامعة السلطان الشريف قاسم الإسلامية الحكومية رياو. موضوعه معرفة كيفية التفكير النقدي الحواري في التحدث باللغة الإنجليزية لدى الطلاب. وأفراده طلاب الفصل الدراسي الرابع من قسم تعليم اللغة الإنجليزية. العينة باستخدام العينة العشوائية البسيطة وأخذت ١٤٪ من المجتمع البالغ عدده ١١٠ شخصا. هذا البحث يستخدم تصميم بحث كمي، وخاصة وصف كمي. تقنية معالجة البيانات ببرنامج الحزمة الإحصائية للعلوم الاجتماعية ٢٥ لويندوز. للحصول على البيانات، استخدمت الباحثة الاستبيان وقامت بحسابه أو تحليله باستخدام مقياس ليكرت. واستنادا إلى البيانات، استنتجت الباحثة أن استكشاف التفكير النقدي الحواري في اللغة الإنجليزية لدى طلاب الفصل الدراسي الرابع لجامعة السلطان الشريف قاسم الإسلامية الحكومية رياو أظهر نسبة ٦٣،٧٢٪ من ضمن فئة جيدة.

الكلمات الأساسية: مهارة التفكير العالية، الحوار، التفكير النقدي، التحدث باللغة الإنجليزية، المناقشة

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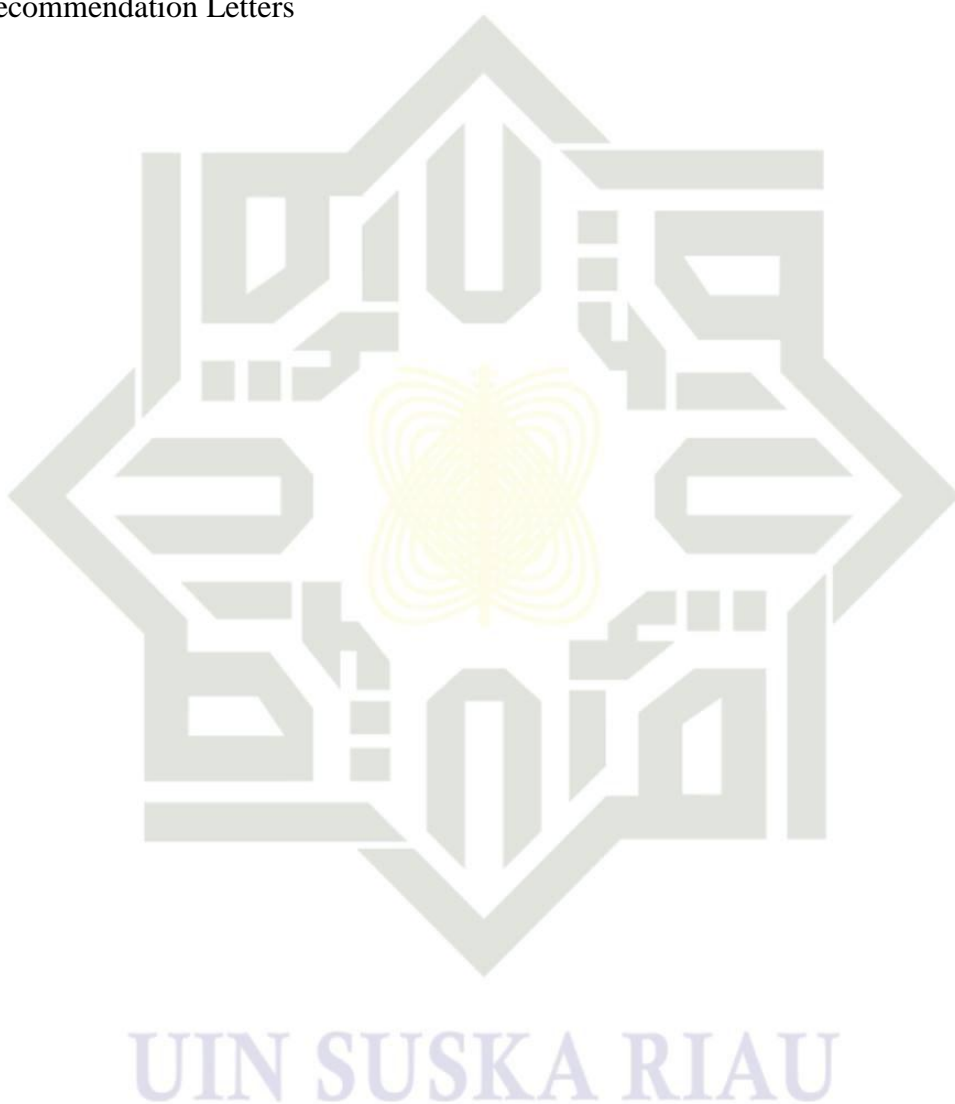
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- Appendix 2** The Result of Validity and Reliability Test
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CHAPTER I INTRODUCTION

A. Background of The Problem

English language is a means of communication which is very important to help people adapt to have mutual conversation with the international society. One of the primary languages for communication and spoken by millions people all over the world is English. In this globalization Era, English has been determined to be an international language as verbal language to communicate. According to Effilius (2014), the final objective of teaching and learning process of English is that students are expected to master the four skills of English: Listening, speaking, reading, and writing. Brown (2004:140) defines that speaking as a productive skill that can be directly and empirically observed. Moreover, Ur (1996) confirms that speaking is the key language skill because good speakers are people who know the language well, as if all other language skills are included in speaking skills. In addition, Bailey and Numan (2005) confirm that speaking is the important aspect of language learning whether it is as a second or a foreign language that can be measured from the ability of the students in the learning process.

The effective oral communication requires the ability to use the language appropriately in social interactions (Flucher, 2003). Furthermore, Hugh and Lavery (2004) state that the relationship between language and thought is straight forward as the thought is expressed in and through language. Moreover, the partnership for 21st Century Skills (2002) identifies four essential skills, called the



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4c skills which are critical thinking, creativity, collaboration, and communication that can help students to be successful citizens beyond school and to catch up with the increasingly developing technology in the global workforce.

According to Erdogan (2019), communication and critical thinking skills are interconnected because critical thinking enables students to evaluate the information, analyze, evaluate the information and make student could access the accuracy and value of information, analyze, and make rational decisions and the purposeful action. The researcher concluded that the successful of speaking ability is influenced by some factors one of them is student's critical thinking. Student's critical thinking is important to be applied and improved in learning English. It will encourage students to speak English because there are a lot of ideas, opinions, in their mind which will be conveyed.

Generally, critical thinking will help to understand English faster and deeper because critical thinking is more than thinking but higher thinking which has some indicators as explained by Scriven & Pail (2007 : 1) that : “ critical thinking is the intellectually disciplined process of actively and skillful conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from or generated by observation, experience, reflection, reasoning, or communication, as a guide to belief and action”. Therefore, critical thinking can make students have a good interaction and respectfully with others.

There are several reasons for the need to form a culture of critical thinking in society (Craig & Wen, 2013). One of them is to face up to change the world with new knowledge that always appears every day (Thrilling & Fadel, 2009). Critical

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thinking can be used in every area of life (Cottrell, 2015). Students can learn according to their problem life. In this era of rapid change, the main priority of an education system is to educate children about how to learn and think critically. (Shukor, 2001). Critical thinking, people become understand to arguments based on different values, understand the existence of intolerance, and be able to recognize mistakes, aware and controlling emotional (Cottrell, 20115). This opens up the possibility to understand the fundamental meaning of individual and group lives with various dimension (Mason, 2008).

Based on the explanation above, critical thinking is not only one of the foundation pillars of 21st century but also a special skill that must be mustered by students. Moreover, In the process of learning, teacher always be a facilitator or moderator and need to use one of the method of teaching such as dialogue (Paul & Elder, 2004). Elder and Paul consider holding dialogs to be a part of the method of critical thinking, for dialog makes it possible to take the perspective of people's consideration, the act of which is a necessary precondition for looking the truth. According to Shor and Freire, "dialog is a way to recreate knowledge as well as the way we learn" (p. 11), therefore, the immense significance of dialogic education which is aimed at instructing for dialog as well as instructing through dialog. Resonating with this viewpoint, Lang (2000) argues that critical thinking is "a dialogical process that produces an increasingly sound, well-grounded, and valid understanding of a topic of issue, involves participants in developing and examining their ideas as fully as possible and examining and challenging the ideas of others" (p. 20).

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Dialogical critical thinking, on the other hand is a kind of discourse in which the taken for granted assumptions and presuppositions to exchange the idea but also promote tolerance and social justice (Freire, 1970). Dialogical critical thinking is the most important things for all students, including the young, beginner level EFL students can follow the discussion in English class (Edmonds, Hull, Janik & Rylance 2005; Ellison, 2010; Kettler, 2014; Lipman, 2003).

In this regard. The difficulties of improving student's speaking skill through dialogue also faced by the fourth semester students of the English Department of Sultan Syarif Kasim Riau . The problem that researcher found are they had difficulties to use part of speech such as Interjection, pronoun, verb etc. second, Students also speak in Bahasa or inappropriate vocabulary. For example, I want walking-walking with my friend, shy-shy cat, they are running-running in the mall. Third, students had difficulties in generating ideas in the speaking process. Students cannot develop ideas well. It could be seen from their speaking that they were stuck in developing sentences. Even though, they have studied about intensive course, speaking for daily communication, speaking for academic settings in the previous semester.

Based on those problems can be concluded that the lack of speaking is cause by the lack of critical thinking. The successful of speaking ability is influenced by some factors one of them is student's critical thinking (faraiha, 2010). An English education students must have flexible intellectual skill abilities, analyze the information and integrate multiple sources of knowledge for solve the problem. According to Pratiwi (2018), students who have good critical thinking tend to

have good speaking skill in the class but a few students who have low critical thinking tend to have inadequacy communication skills. Low critical thinking means here the students often think in ways that are unclear, imprecise, and inaccurate.

There was some previous studies that have investigated about critical thinking and speaking skills. First, Ramezani, Larsari, and Kiasi (2016) investigated the relationship between critical thinking and EFL Learners"s speaking ability. They found that English students who are as critical thinkers and be able to decision logically, as the results of the study indicated also show better performances on their speaking ability. Second the study by Roxy and Stewart (2019) investigated Incorporating Dialogical Critical Thinking into EFL Classes for Young Beginners. This research confirms that even young students can contribute perspectives and experiences relevant to serious discussions and students can engage in dialogical Critical Thinking and discussion in English class. Last, the study from Taiqin (1995) about non-language factors, which showed that ninety five percent of students said that they had difficulty speaking because they were afraid of making errors in the class, they had no idea what to say, they were not confident and comfortable if they make mistake, and were not interested with the topics that are given by the lectures.

Based on this finding, the researcher felt interested in conducting the research by the title: "The Exploring Dialogical Critical Thinking in Speaking English at The Fourth Semester Student of State Islamic University of Sultan Syarif Kasim Riau"

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B. Problem of The Research

1. Identification of The Problem

Based on the background, there are some problems which can be identified as follows:

- Why were some of the students are difficult to explore their idea?
- Why did some of the students difficult to use part of speech ?
- Why did some of the student feel difficult to generate their ideas?
- Why did some of the students not confident to make a decision?

2. Limitation of The Problem

Based on the problem above, there are many problems in this research. The researchers needs to limit the problems in order to pay more attention to the specific problems. The researcher will focus on the exploring of dialogical critical thinking in speaking English at the fourth semester student of State Islamic University of Sultan syarif Kasim Riau.

3. Formulation of The Problem

How is dialogical critical thinking in speaking English at the fourth semester students of state Islamic University of Sultan Syarif kasim Riau?

C. The Objective and Significance of The Research

1. The objectives of the research

To know how is dialogical critical thinking in learning English at the fourth semester student of State Islamic University of Sultan Syarif Kasim Riau.

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The Significance of The Research

Hopefully this research can give the benefit to the researcher as novice researcher specially in learning how to conduct the research

- b. The result of this research are expected to give contribution to the lecturer who teach university student majoring English Education Department.
- c. This research is also expected to be practical and theoretical information the development of theories of dialogical critical thinking.

D. The Reasons Choosing The Title

- a. The title of this research is relevant with the researcher „s status as student of English Department.
- b. The problem of this research has been not investigated by other researchers yet.
- c. The location of the research supports and facilities the researcher in carrying out the researcher.

E. Definition of Term

1. Speaking

Rebecca (2006:144) stated that speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language change. It also provides our main data for understanding bilingualism and language contact.

Dialogue



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According Oxford dictionary, dialogue is the discussion between two or more people or groups, especially one directed towards exploration of a particular subject or resolution of a problem

3. Critical Thinking

According to Cottrell (2015) defines that Critical thinking is the act of analyzing facts to understand a problem or topic thoroughly. The critical thinking process typically includes steps like collecting information and data, asking thoughtful questions and analyzing possible solutions.

4. Dialogical critical thinking

Dialogical critical thinking is the utilization of conversation and discourse to challenge thoughts and underestimated suppositions' not just to trade thoughts yet in addition advance resilience and social equity (Ibid, p.576) as a component of awareness raising, liberational teaching method (Freire,1970).



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical framework

1. Higher Order Thinking Skills

Thinking skills/ability are divided into two, namely: lower order thinking skills (LOTS) and Higher Order Thinking Skill (HOTS) (Coffman, 2013). According to Lewis & Smith (1993) The difference between lower and higher order thinking is that if both can be taught together in class, for a given individual, the need to use higher order thinking will depend on the nature of the task. Bloom (1956) published a taxonomy of thinking, from thinking low level to high level those are knowledge, comprehension, application, analysis, synthetic, and evaluation.

According to Rajendran and Idris (2008), HOTS is the expanded use of the mind to meet new challenges. He viewed HOTS as a thinking function of the mind's ability to solving challenging situations, but the question is, is HOTS just about the extended use of the mind? Research findings have revealed more about the underlying importance of HOTS in the teaching and learning process. HOTS involve analyzing information to determine the problem, evaluating the problem and creating new workable solutions. The continuous development of HOTS is a direct determinant of continuous practice, and involving in tasks that stimulates the thinking faculties.



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Thinking level as a transfer means making students not only memorization, but also can transfer knowledge by means of apply it to a new context. The function of HOTS is one's imagination- the ability to creatively design what has not yet become fact or knowledge. (Robinson, 1999). This he opined is a fundamental tool in developing HOTS. Instead King et al. (2011) suggested that lessons involving HOTS require particular clarity of communication to reduce ambiguities and confusion, and improve student's attitudes about thinking task.

It occurs when a person takes new information and stores it in interrelated memory and rearranges and expands information to achieve goals or find possible answers in confusing situations (Lewis & Smith, 1993). According to King, Goodson, and Rohani (2004) HOTS consists of critical thinking, metacognitive, Reflective, Logical, and Creative Thinking. Lewis & Smith (1993) further said that every discipline needs high-level thinking to increase knowledge. Based on the exposure of experts, it can be concluded that higher order thinking ability is the ability to think where students must be able to analyze, evaluate and produce a new solution to the problem at hand, not just knowing and memorizing a concept.

Metacognitive Thinking

Metacognition is theoretically based on Self-regulated Learning Theory (SRLT) which has a distinguished history in social-cognitive learning theory (Tortop, 2015). The importance of self efficacy as a cognitive construct is in that it can be applied to different cognitive and intellectual concepts and abilities. One of SRLT components that deserve in-depth investigation is

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metacognition. The SRLT helped to imply metacognition in learning and teaching process.

Metacognition is a higher order thinking which plays a crucial role in learning and teaching practices at education system (Karaduman & Erbas, 2017). Metacognition refers to both people's awareness and control, not only of their cognitive processes, but of their emotions and motivations (Louca, 2003). Specifically, Flavell is one of the first theorists who put forward definition of metacognition. He classified metacognition into metacognitive knowledge, metacognitive experience, and metacognitive monitoring and control (Efklides, 2006). It is assumed that effective control of learning cannot occur in the absence of accurate monitoring and it need high intellectual abilities exceeding limits of tangible thinking; that is these skills most likely exist in gifted and talented students.

b. Reflective Thinking

Reflective thinking has been identified as an important component in the practice of education. It provides learners with an opportunity to correct misconceptions and fill in gaps by helping them to think about what they are doing and why they are doing it. Thus, many researchers argue that reflective processes are essential to the quality of learning (Barab & Duffy, 1999; Lin, Hmelo, Kinzer, & Secules, 1999; Shon, 1987). Reflective thinking is especially helpful in solving complex tasks, because it helps learners to identify facts, formulas, and theories that are relevant for the solution of an ill-defined problem (King & Kitchener, 1994). In recent years, much attention



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had been dedicated to Problem-Based Learning (PBL) based on constructivist views of learning. Because the learning in PBL starts from an ill-structured problem in which there is no single solution, learners are inclined to be disoriented. Therefore, the ability to reflect while exploring the problem is necessary to maintain the essence of effective PBL practice. Reflective thinking is particularly important to young children who are in the state of developing abstract thinking because “it is central to acquiring best practice, steadily extending knowledge, refining one’s evolving philosophy” (The National Association for the Education of Young Children, 1996).

c. Creative Thinking

Creative thinking can be defined as the entire set of cognitive activities used by individuals according to a specific object, problem and condition, or a type of effort toward a particular event and the problem based on the capacity of the individuals. They try to use their imagination, intelligence, insight, and ideas when they face to such situations. In addition, they try to suggest an authentic and new design, generate different hypotheses, solve the problem with the help of discovering and finding new applications (Glass, 2004; Young & Balli, 2014) whereby each individual realizes his/her knowledge deficits and tries to bridge this gap while obtaining new viewpoints by looking at the problem from multiple perspectives with the help of making unusual connections and taking risks based on their insights to produce alternative solutions toward the problem or situation with great patience and determination.

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d. Logical Thinking

Logical thinking is one of the ways used in acquiring advanced mental activities. Thus, this ability is an application level activity which depends on the knowledge and comprehension level of the objective's cognitive area stages (Bozdogan, 2007). We use logical thinking in evaluating an idea, information and our experiences. Our logic comes up with results related to the topic we are interested in, and then it puts them into the memory (Soylu, 2006).

One of the cognitive skills which influence the academic success of students is the logical thinking ability. Logical thinking ability refers to an individual's ability to solve a problem by using mental operations or his ability to reach principles or rules by making certain generalizations or abstractions (Yaman, 2005). This ability has become one of the most dealt-with subjects of the studies in the field of education (Barr, 1994, as cited in Yaman & Karamustafaoğlu, 2006). Piaget defines logical thinking an ability that is observed in the concrete and abstract operations stage. Students in the concrete operations stage can use logical thinking abilities in solving concrete problems

e. Critical Thinking

The ability to think critically has been identified as an essential life skill (Galinsky, 2010), with current literature revealing that explicit instruction in, and practice of, critical thinking strategies in the high school classroom can improve student academic performance (Hove, 2011). Today, adoption of

critical thinking strategies can also prepare students for the rigors of university life, as well as helping them develop the skills necessary to compete economically in a global environment (Taylor, 2012). Furthermore, Paul and Elder (2014a) noted that critical thinkers must be, “clear as to the purpose at hand and the question at issue...question information, conclusions, and points, of view ..strive to be clear, accurate, precise, and relevant...seek to think beneath the surface, to be logical and fair...[and] apply these skills to their reading and writing as well as to their speaking and listening.”

Critical thinking also has been described in the following ways:

- i. Problem solving, according to Mulyasa problem solving is an approach that confronts students with problem as a context for student to learn about critical thinking as well as acquire essential knowledge from learning materials.
- ii. Generating ideas, is the systematic process of creating and capturing ideas in accordance with requirements set by organization and it includes the element related to creativity and think critically (Flynn, 2003)
- iii. Decision making, it is the heart of success,, and at times there are critical moments when they can be difficult, confusing, and nerve racking. A decision usually involves three steps that are a recognition of a need, decision to change, and conscious dedication to implement the decision (Arsham, 2010). Making the right decision is not only what someone wants to do but also include what he has to do.

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On the other hand, the repercussions of not making a decision could be more severe than making a wrong decision (Anwar, 2014).

- iv. Evaluative thinking, it is critical thinking applied in the context of evaluation, motivated by an attitude of belief in the value of evidence, that involves identifying assumptions, posing thoughtful questions, pursuing deeper understanding through reflection and perspective taking and informing decision in preparation for action (Buckley, 2015)
- v. Divergent thinking, is a thought process or method used to generate creative ideas by exploring many possible solutions. Divergent thinking does not only play a protagonist role in creativity but also in innovation (Van de Van, 1986).

2. The Theories of Critical Thinking

Generally, the students do not improve their effective learning strategies, it is because the learning strategy just involves knowledge of how to learn based on the condition or kinds of material, review the understanding diligently, knowing the method of information for easy comprehension and determine the goals of learning. Nowadays, Most of the students succeed in school by means memorizing the material when the exam has come. Whereas, it is not provide the space for exploration and argument in education system apart from only providing one answer to one problem and the rote system does not build knowledge, is merely a collection of sounds and memorizing makes the learning process meaningless (Qen 2010). It is because the meaningful learning should involve the cognitive

process from the start of information received and associated with existing information (Ausubel, 1996). In addition, memorizing also does not require students to develop high-order thinking skills.

Brookhart (2010) defines higher order thinking in three different categories, in term of “transfer” (meaningful learning), “critical thinking” (artful thinking), and “problem solving” (specific goal reaching). In terms of transfer, education promotes retention of what have been learned and making sense of and use what have been learned. Additionally, critical thinking includes reasoning, questioning, and investigating.

Critical thinking skill is related to metacognition which is a person with a good critical thinking has better metacognitive activity especially in aspects of planning and evaluating strategies (Ku & Ko, 2010). The origin of the concept of critical thinking was found among 17th century philosophers such as Bacon, Galileo, Descartes, who have already aware of the importance of getting know a mental attitude that would enable human being to counter prejudices (Lipman, 2009). In the writing of pierce in 1965 there is a rules of formal logic that can improve the social experience, from this reflection, the concept of critical thinking was proposed in the middle of the 20th century.

There are many different definition of critical thinking (Daniel & Auriac, 2009). According to American Philosophy Association, critical thinking is a collection of cognitive abilities to know the value of credibility statements and make a different decision by forming reasoned thinking. It could be interpretation, analysis, evaluation, and inference within contextual considerations for the

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reasoning process. Hater and Spences (2005) observe that critical thinking is an important skill to be mastered when someone start to be worker, it could be help to decide mental and spiritual conflict of human life in evaluating people, policies, and institutions, thereby keep away from social problems. Critical thinking process is a decision of people about what to believe and what to do (Ennis, 1989).

It could be interpretation, analysis, evaluation, and inference within contextual considerations for the reasoning process. Hater and Spences (2005) observe that critical tjinking is an important skill to be mastered when someone start to be worker, it could be help to decide mental and spiritual conflict of human life in evaluating people, policies, and institutions, thereby keep away from social problems. Critical thinking procecc is a decision of people about what to believe and what to do (Ennis, 1989). It starts as a problem solving process in a context of interacting with the world and other people. Many researcher believe that critical thinking more than skill, more than component activities, a general set of attitudes and habits towards everything (Brown&Rutter, 2006, Ford, Johnston, Brunfit, Mitchell & Myles, 2005). Critical thinking must be both “willing” and “able” to think critically.

Characterictic of Critical Thinking

According to Pirozzi, how do you know for sure when you are thinking critically? the answer to that question involves a discussion of its characteristics. Critical thinking requires (Pirozzi, 2003, p. 97):

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Flexibility

Critical thinking is flexible thinking because it involves willingness to consider various possibilities before coming to a conclusion. Critical thinkers do not jump to conclusions or automatically accept what they first see, hear or read.

b. A clear purpose

Critical thinking is deliberate thinking because it always involves clear purpose, a specific goal. When you think critically, you are looking for reasons or explanations for events considering various sides of an issue, attempting to solve a problem, coming to a decision, or making sense of a situation.

c. Organization

Students complain that lack of time makes it difficult for them to accomplish everything that they have to do. There is no doubt that their lives are very busy, with classes to attend, assignment to be completed, studying to be done, and tests be taken. Critical thinkers also depend on organization to help them deal effectively with events, issues, problems, decisions, and situations.

d. Time and Effort

At this point, it is probably obvious to you that critical thinking requires much time and effort. Furthermore, critical thinkers are willing to take time away from other activities so that they can concentrate on a specific event, issue, problem decision, or situation. The examples you have read about and

the activities that you have been asked to complete all involve not only setting aside time but also putting in extra effort.

e. Asking Question and Finding Answer

Critical thinking is a way of dealing with events, issues, problems, decisions, or situations in every thoughtful, careful manner. For that reason, it often requires research, the process of looking for and gathering information to increase knowledge and understanding of a given topic. The kind of research that critical thinkers do and the sources of information that they use will vary with the matter at hand.

f. Coming to Logical Conclusion

After completing research, critical thinkers try to come to logical conclusions about the events, issues, problems, decisions, or situations they are considering. Conclusions are logical or reasonable if they are based solidly on the information or evidence gathered. A logical conclusion would be that this driver was responsible for the accident certainly most of the information points in that direction

4 Critical Thinking as Dialogue

Dialogue provides a paradigm for critical thinking that is descriptively richer and prescriptively more appropriate than internalist approaches based on logic, probability, or decision theory. Critical thinking dialogue leverages the functional similarity between rationally persuading another individual to accept or reject a position, and rationally determining for oneself whether a position is acceptable or not. A persuasion dialogue (Walton, 1998) or a critical discussion (von Eemeren

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& Grootendorst, 1992) externalizes necessary functions that must take place within an individual.

In particular, both dialogue and critical thinking demand the adoption of different perspectives (e.g., a proponent, an opponent, and an external party who serves as facilitator, referee, or judge). Solo critical thinking may be fruitfully studied as a form of internal dialogue in which a single individual takes on these distinct dialectical roles (Walton, & Krabbe, 1995, p. 26). Moreover, variations among modes of critical thinking can be discriminated in terms of dialogue parameters, including purposes, roles, and constraints on types of questions and answers (including dialogues that are restricted to moves approved by logic and decision theory). Perhaps the most important functional similarity, and the one most highlighted by the dialogue perspective, is that both critical thinking and dialogues must be evaluated in terms of context-sensitive goals and costs.

The similarity between critical thinking and a family of dialogue types may be based on more than functional analogy. First, a variety of developmental psychologists (e.g., Vygotsky, REF; Rogoff, REF; Tomasello, REF) have proposed that thought first develops as internalized speech and further, that we learn to reflect on and evaluate our own thoughts by responding to the thoughts and questions of others (Bogden, 2000). Second, as noted by Rieke and Sillars (1997), dialogue is the natural format for critical thinking. Third, there is an even more direct reason for a dialogue-based theory of critical thinking. Thinking skills are not only learned in social interaction but continue to be manifested in social contexts (Hutchins, 1995).

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Much critical thinking takes place in a team or group context, in which dialogue plays a literal role in decision making. Dialogues are the interactions by means of which members of a team or group pool information and insights to solve a problem, resolve competing goals, build up shared understanding of the situation and task, and over time construct relationships that improve team cohesiveness and trust (Cohen, 2004).

5. Dialogical Critical Thinking

Link between critical thinking and dialogue can also be seen in the social constructivism” and based on the concept of “distributed cognition,” that refer to the existence of knowledge, understanding, learning, thinking and other cognitive process in a group. Social constructivist emphasies on “the proses of becoming a member of a certain community” (Gage & Berliner, 1992). According to social constructivism learning is seen as coconstruction and dialogue is seen as a form of collaborative meaning making Ten Dam, Volman & Wardekker, 2004), and language functions Mercer, 2000).

Elder and Paul (1994) also consider holding dialogs to be a part of the method of critical thinking, for dialog makes it possible to take the perspective of others into consideration, the act of which is a necessary prerequisite for the appraisal of truth claims. It is related to the idea from Lang (2000) argues that critical thinking is “A dialogical process that produces an increasingly sound, well-grounded, and valid understanding of a topic of issues, involves participants, developing and examining their ideas as fully as possible, challenging the ideas of others”. It means that Dialogical Critical Thinking is where the students learn to reflect and

to think critically about a central issue. It involves dialogue or extended exchange between different points of view or frames of reference. So that it can assess the strengths and weakness of people's thinking and experience the inner logic of alternative points of view (Commeyras, 2010). Moreover, learning, in this context is seen as dialog, a form of collaborative meaning co-construction (Ten Dam & Volman, 2004). Lending credence to these two perspectives, Shor and Freire (1987) argue that "dialogue is not a technique to achieve some cognitive results; dialog is a means to transform social relations in the classroom".

6. Definition of Speaking

Speaking is very important in people's everyday life. Speaking is one way to communicate which ideas and thought a message orally. To enable students to communicate, we need to apply the language in real communication. According to Gert and Hans (2008:207), speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. Besides, Rebecca (2006:144) stated that speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language change. It also provides our main data for understanding bilingualism and language contact.

From definition above, it can be conclude that speaking is a productive skill, and the ability to express the communication with other. Because the main purpose of speaking is to communicate in order to express thoughts in effective, it being understood the students to understand the meaning of everything and trying

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to communicate. Basically the main goal of the speaking is to communicate, to be able to convey your thoughts effectively. The speaker should understand the meaning of everything and trying to communicate, he should be able to evaluate the effect of communication the listener so he can effectively convey their though.

7. Component of speaking

Lado (1977) says that four or five components are generally recognized in analysis of speech process as the follows Pronunciation.

Pronunciation

Pronunciation refers to the traditional or customary utterance of words.

From that statement can be concluded that pronunciation is the way for students to produce the utterance words clearly when they are speaking (Kline, 2001:69). English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making a speaker's thoughts easy to follow (Gilbert, 2008:1). Moreover, pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact (Fraser, 2001:6).

Grammar

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. It is in line with explanation suggested by Heaton (1978) that student's ability to manipulate structure and to distinguish appropriate grammatical from in appropriate ones. The unity of

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Grammar also learns the correct way to gain expertise in a language in oral and written form. The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer, 2001:12). Thus, from the statements above can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context; in addition, it is used to avoid misunderstanding in each communicator.

c. Vocabulary

Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we will be easier to express our ideas, feeling and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar and everyday (Turk, 2003:87). It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse. Vocabulary is a basic building block of language learning

d. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “errs”. These sign indicate that speakers do not have spent a lot of time searching or the language items needed to express the message. The aim is to help students speak fluently and with ease. The

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teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation (Pollard, 2008:16).

e. Comprehension

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks (Cohen et al., 2005:51).

8. Types of Speaking Activities

According to Brown (2001:272) there are five types of speaking activities:

“Imitative, intensive, responsive, interactive, and extensive (monologue)”.

Imitative

One of types of speaking performance is the ability to simply (imitative) word or phrase or possibly a sentence. Drilling is a part of the communicative language classroom offer students an opportunity to listen and to orally repeat certain words of language that may cause some linguistic difficulty, either the phonological or grammatical.

Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance, that is designed to practice some phonological and

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grammatical aspect of language. Intensive speaking can be self initiated or it can even form part of some pair work activity, where learners are going over certain form of language, Brown (2001:273)

c. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple requests and comments, and the like

d. Interactive

According to Brown (2004:142) states that interaction can take the two forms of transactional language or interpersonal exchange. It means that, transactional language has the purpose of exchanging specific information. Conversation for example may have more of a negotiate nature to them than does responsive speech. While interpersonal exchange has more for the purpose of maintaining social relationship than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some or all of the following factors.

e. Extensive

Extensive speaking is normal some sort of monolog. students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, short speeches, or perhaps story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and

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formula extensive tasks, but cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the mountains, recounting the plot of a novel or movie).

B. Relevant Research

According to Syafi'i (2014) the relevant research is the researcher's review of the observation from other research in which they are relevant and it can help the research to find new idea form it. Previous research on exploring student's dialogical critical thinking has been done in different level of education. These students on these issues in context are presented in the following sections:

1. Research From Roxy Lee and Stewart Gray

Lee and gray's research entitled "Incorporating Dialogical Critical thinking into EFL Classes for Young Beginner." In this research, game-like discussion, translanguaging, peer interaction can support the view of dialogical critical thinking for young learners, even for beginners. The use of teacher training program on critical thinking can give the facilitation to the students to make their English more fun and confidence to explore the critical topic in an enjoyable.

2. Research From Marie France and Mathieu Gagnon

This research entitled "Developmental process of Dialogical Critical Thinking in Groups of Pupils Aged 4 to 12 years". The models (logical thinking, creative thinking, responsible thinking and metacognitive thinking) of dialogical critical thinking serve as starting the points in which is increase the complexity of each thinking by the epistemological perspective.

3. Research From Salah Embark Saleh

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Saleh's research entitled "Critical Thinking as a 21 Century Skill; Conceptions, Implementation and Challenges in the EFL Classroom". The ideal method for fostering the kind of thinking among students is through providing them with a model of critical thinker instructor and engaging them in tasks and activities that involve analysis, synthesis, reflection and solving problems. However, there are certain social, cultural and administrating barriers which hinder the implementation of critical thinking in English language teaching and learning in first language contexts.

4. Research from Mohammad Elhasan

This study entitled the impart of Dialogic Teaching on English Language Learner's Speaking and Thinking Skills, The study seeks to identify the effect of dialogic teaching method on university students critical thinking. It commonly believed that teachers rely on language that allows only minor flexibility when exchanging views with their students. Too frequently they either pose questions that target predefined answers or simply lecture through lessons. This paper displays the introduction of the Communicative approach drawing on dialogic teaching which means using talk most effectively for carrying out teaching and learning. Dialogic teaching in this research involves on going talk between teacher and student, not just teacher presentation

Research from Jean Yiching Chiu

The title of the study was Modifying Dialogical Strategy in Asynchronous Critical Discussions for Cross-Strait Chinese Learners. This study set out to

explore how a modified dialogical strategy impacted Chinese learners' critical thinking development in asynchronous discussion forums. The study found improvement in standardized critical thinking test results by following online a "dialogical teaching strategy" In critical thinking skills of analysis, evaluation.

The differences between those research and this research is the subject and object. Most of relevant research focus on developing on dialogical critical thinking and their subject was young learners. But, in this research focus on how is their dialogical critical thinking with university student.

C. Operational Concept

Operational concept is the indicators that guide the researcher to measure some related aspects of variables. As mentioned by syafi'I (2014,p.103), an operational concept is delivered from related theoretical concept on all of the variables that should be practically and empirically operated in academic writing-a research paper.

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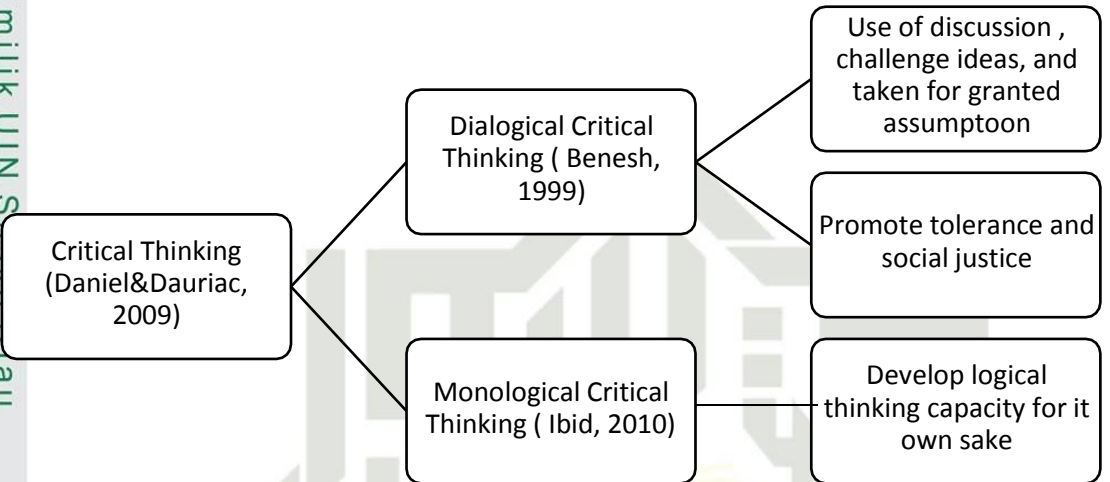
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CHAPTER III

RESEARCH METHOD

A. Research Design

A research design is a strategy to arrange the setting of the research in order to get the valid data that are suitable to all variable characteristics and objectives of the research. The design of this research is quantitative descriptive method because the data is presented in numerical and descriptive form. Descriptive research is also called as survey status of the subject of the study. According to Gay (2012, p. 183) stated that descriptive research is a survey research. This research are involves collecting data in order to test hypotheses or to answer question about the opinions of people about some topic or issues. Besides, creswell (2012, p. 376) stated that survey research design are produces in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviour, or characteristics of the population. Descriptive reseach is also concerned with how what is or what exists is related to some preceding event that has influenced or affected a present condition or event (Best, 1970 cited in Cohen, 2000, P. 169).

Which mean descriptive research is a study conducted to determine variables, either the variable is one or even more without making comparison or connect with other variables. The research is conducted to give the information about Dialogical Critical Thinking in speaking English at the fourth semester student of State Islamic University of Sultan Syarif Kasim Riau.

B. Location of The Research

This research conducted on 23rd July 2021-30^T July 2021. The location of the research was in State Islamic University of Sultan Syarif Kasim Riau. It is located in HR. Soebrantas Street No 155, Panam, Pekanbaru.

C. Subject and The Object

The subject of the research was the fourth semester student majoring English Education Department at State Islamic University of Sultan Syarif Kasim Riau and the object of the research was to know how is dialogical critical thinking in speaking English at the fourth semester student of state Islamic university of sultan syarif kasim riau.

D. Population and Sample

The population of this research was the fourth semester student majoring English Education Department of State Islamic University of Sultan Syarif Kasim Riau. The total of the population of students were 110 students. According to Arikunto (2010), if the subject is less than 100 people, all of them should be taken, if the subject is large or more than 100 people it can take 10-15% or 20-25% or more. The researcher consider the population was large and more than 100 so the researcher used simple random sampling and took 14% of the population. (Gay, 2012 p. 131) noted that simple random sampling is the process of selecting a sample that gives all individuals equal opportunity of selection for the sample. This means that simple random sampling was the way to choose individuals which can be representative of the population.

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Table III. 1
The Population and Sample of the Research

No	Class of Population	Total (Students)	Class for Sample	Sample (Students)
1.	PBI IV A	29	PBI IV C	110x 14%/100
2.	PBI IV B	28		
3.	PBI IV C	26		
4.	PBI IV D	29		
Total Population		110	Total Sample	15

E. Technique of collecting data

1. Validity

Validity test is a tool that shows how far an instrument has precision and accuracy in performing the measuring function. Valid means the instrument can be used to measure what should be measured. (Sugiyono, 2012). *Instrumen yang valid berarti alat ukur yang digunakan untuk mendapatkan data (mengukur) itu valid. Valid berarti instrument tersebut dapat digunakan untuk mengukur apa yang seharusnya diukur.* (Sugiyono, 2012).

The data that has been obtained from the results of the questionnaire given to the respondents, then will be tested on the instrument through testing the validity and reliability to find out and measure the level of goodness of the given instrument to the respondent. Here the validity test can show whether the question or statement on the questionnaire is appropriate and relevant. In this study, test the validity of the questionnaire instrument using the SPSS 25.0 for Windows program.

2. Reliability

According to Azwar (2010), reliability refers to consistency measurements that contain the meaning of accuracy measurement. Unreliable measurements will

produce scores that do not can be trusted because of differences in scores produced by individuals influenced by an error factor rather than a difference factor, indeed an instrument is said to be reliable if it can be trusted to collect research data. So, it can be concluded a test can be said to be reliable if the test can give good results permanent. In this study, the reliability test used the SPSS 25.0 for Windows program as well as the criteria for the interpretation of reliability, namely:

Table III. 2
Reliability Test Critertia (Riduan & Sunarto, 2015)

Interval coeffisien Reliability	Interpretation
0,80-1,00	Very Reliable
0,60-0,799	Reliable
0,40-0,499	Reliable Enough
0,20-0,399	Less reliable
0,00-0,199	Not reliable

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Table III. 3
RECAPITULATION OF RESPONDENTS' ANSWER

		Number of Items																
Number of Respondents	No	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	Score	
	1	4	4	3	4	2	4	4	4	4	4	4	5	4	4	3	64	
	2	4	4	4	4	3	4	5	3	4	4	4	4	4	4	4	67	
	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	52	
	4	5	5	4	4	4	4	4	3	4	5	5	5	5	4	4	73	
	5	3	4	4	4	4	4	4	4	4	4	3	4	4	4	4	66	
	6	4	4	4	4	3	3	3	3	4	4	3	3	3	3	4	60	
	7	4	2	2	4	4	4	3	4	4	4	2	4	4	4	3	4	60
	8	4	3	3	4	4	3	3	4	4	4	3	4	4	4	4	4	62
	9	4	4	4	4	3	3	3	3	3	3	4	3	3	3	3	4	58
	10	5	4	4	4	4	4	4	3	3	4	4	3	3	3	3	5	64
	11	3	4	4	4	4	3	4	4	4	4	4	4	3	3	4	3	62
	12	4	4	4	4	4	4	4	4	3	4	4	4	4	4	3	4	66
	13	4	3	3	4	4	4	4	4	4	4	3	4	4	4	4	4	65
	14	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	51
	15	3	2	2	4	4	4	3	4	3	4	2	3	3	4	4	3	56

Table III. 4
RELIABILITY OF QUESTIONNAIRE

Cronbach's Alpha	N of Items	Description
.845	21	Reliable

Table III. 5
VALIDITY OF QUESTIONNAIRE

Statement	r_{hitung}	r_{table}	Description
Item 1	0,308	0.467	Valid
Item 2	0,308	0.459	Valid
Item 3	0,308	0.182	Not Valid
Item 4	0,308	0.613	Valid
Item 5	0,308	0.637	Valid
Item 6	0,308	0.620	Valid
Item 7	0,308	0.547	Valid
Item 8	0,308	0.558	Valid
Item 9	0,308	0.638	Valid
Item 10	0,308	0.469	Valid
Item 11	0,308	0.404	Valid
Item 12	0,308	-0.030	Not Valid
Item 13	0,308	0.547	Valid
Item 14	0,308	0.637	Valid
Item 15	0,308	0.219	Not Valid
Item 16	0,308	0.501	Valid
Item 17	0,308	0.556	Valid
Item 18	0,308	0.587	Valid
Item 19	0,308	-0.318	Not Valid
Item 20	0,308	0.452	Valid
Item 21	0,308	0.467	Valid

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Table III. 6

The Questionnaire of Dialogical Critical Thinking in Speaking English at The Fourth Semester Student of State Islamic University of Sultan Syarif Kasim

No	Statement	SA	A	N	D	SD
1.	You are a type of person who use knowledge, facts, and data to solve the problems					
2.	You can think on your feet, assess problems and find solutions.					
3.	You are imaginative person					
4.	You can express your idea to someone else and explain it spontaneously					
5.	You need some way of getting your brain to think in new and creative ways					
6.	You realize that you need to make a decision and Try to clearly define the nature of the decision you must make					
7.	You will be asking yourself what is likely to be the results of your decision					
8.	When considering the consequences, you must be open to a broad choice of alternatives in order to find the best solution.					
9.	Learning how to analyze and critically evaluate arguments can helps you to develop a sound framework and points of view					
10.	You feel difficult to make conclusion of people's arguments					
11.	You are creative thinker					
12.	You can generate many different ideas about a topic in a short period of time					
13.	Speaking class discussion can bring out your interests and motivate you					
14.	Using discussion as a primary teaching method allows you to stimulate critical thinking					
15.	Dialogues can encourage you in participation to develop critical thinking					
16.	You had difficulties to use part of speech in speaking process					
17.	You had difficulties in generating and developing ideas in speaking process.					

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F. Technique of Analyzing Data

Collecting data is the most important one in research in order to support the research. Arikunto (2013, p.51), says that instrument of the research is a tool or facility which is used by the researcher to collect data in order to make the research easier and get a better result, accurate, complete and systematic and easy to analyze. In conducting this research, the researcher use questionnaire to get the data.

Questionnaire is some of written question use to get the information from respondents/sample. According to arikunto (2010:38), there are two kind of questionnaire base on the way in answering. There are opened questionnaire and closed questionnaire. Opened questionnaire give opportunities to the respondents to answer the question using their own word, but closed questionnaire is served in option of choices.

In this study, the researcher used closed questionnaire and the question are written in English. The questionnaire consist of seventeen question based on theory of variable in the previous chapter. Type of this questionnaire is likert scale. According to Sugiono (2011: 93), likert scale is used to measure attitude, opinion, and perception of individual or group of individual about social phenomena.

G. Data Analysis

Data processing techniques in this study use a computation calculation SPSS (Statistical Product and Service Solution) version 25.0 for windows. Firstly, the researcher make the questionnaire on Gform based on the variable in previous chapter. Secondly, the result from questionnaire were counted and analyze by

using Likert Scale. According to Sukardi (2004, P. 183) likert scale is measurement which measure someone's attitude and behavior by giving some statement to the respondents. Then the respondents are asked to answer by choosing some options such as strongly agree, neutral agree, disagree, and strongly disagree. This study used the data which were categorized into strongly agree, agree, neutral, disagree, strongly disagree. The alternative options of the data scored as follows:

a. Alternative option strongly agree	=	5
b. Alternative option agree	=	4
c. Alternative option neutral	=	3
d. Alternative option disagree	=	2
e. Alternative strongly disagree	=	1

After that, the researcher determines frequency and percentage to find out whether the students have high or low perception toward dialogical critical thinking in speaking English. For counting the percentage, the researcher used formula by sujiono (2012,page 43), as follows:

$$P = \frac{f}{N} \times 100$$

Which are:

P = Percentage Number

F = Number of student's response

N = Total of student's responses

After getting the percentage of student's answer, the final result of student's perception will be interpreted into this category:

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Table III. 7
Interpretation Score (Ridwan, 2017)

Percentage	Classification
81-100%	Very Good
61-80%	Good
41-60%	Fairly Good
21-40%	Fair
0-20%	Poor

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis in the previous chapter, the researcher concluded that the exploring dialogical critical thinking in speaking English at the fourth semester student of State Islamic University of Sultan Syarif Kasim Riau has shown the percentage of 72,63% which was categorized into good category.

B. Suggestion

This research provides several suggestions for the students, the lecture, and the next researcher who will conduct a research related to this research...

1. For The Students

The students should be more active to practice English, especially in speaking. Discussion and giving opinion are some ways to practice speaking. Those activities could help students in generating ideas, organize them into good speaker and improve their critical thinking skill.

The Lecturer

The Researcher suggest to the lecture to give more exercise for developing students' ability to think critically. For the example, exercise in how to solve the problem or how to make better decision, and how to choose word of choice because it is an important skill which is needed whether in the world of education, work place, or in social life.

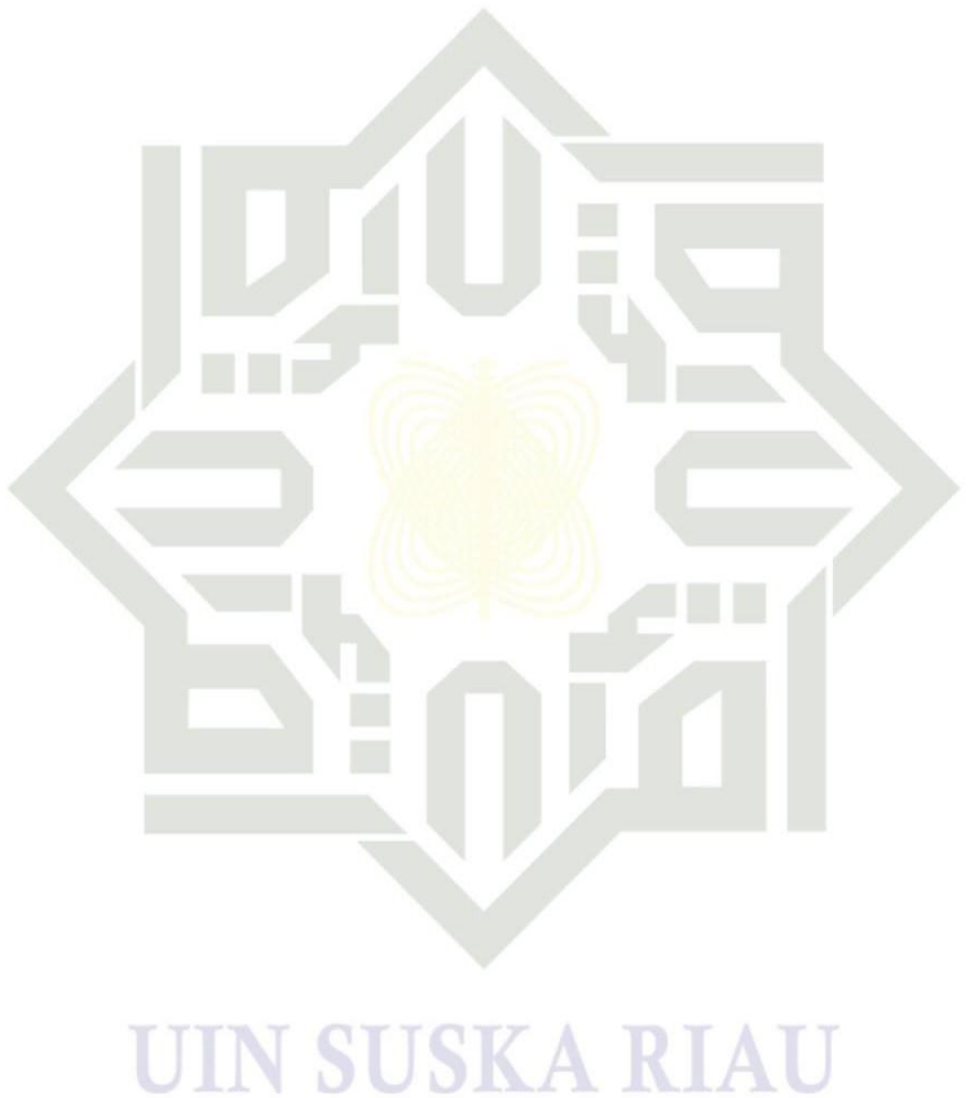
Next Researcher

The researcher suggest to the next researcher who are interested in conducting similar topic to raise different focuses, because the researcher believe there are

many phenomena where the next researcher can raise it. At last, the researcher hopes this research can be as a reference or inspiration to conduct further research related to this topic.

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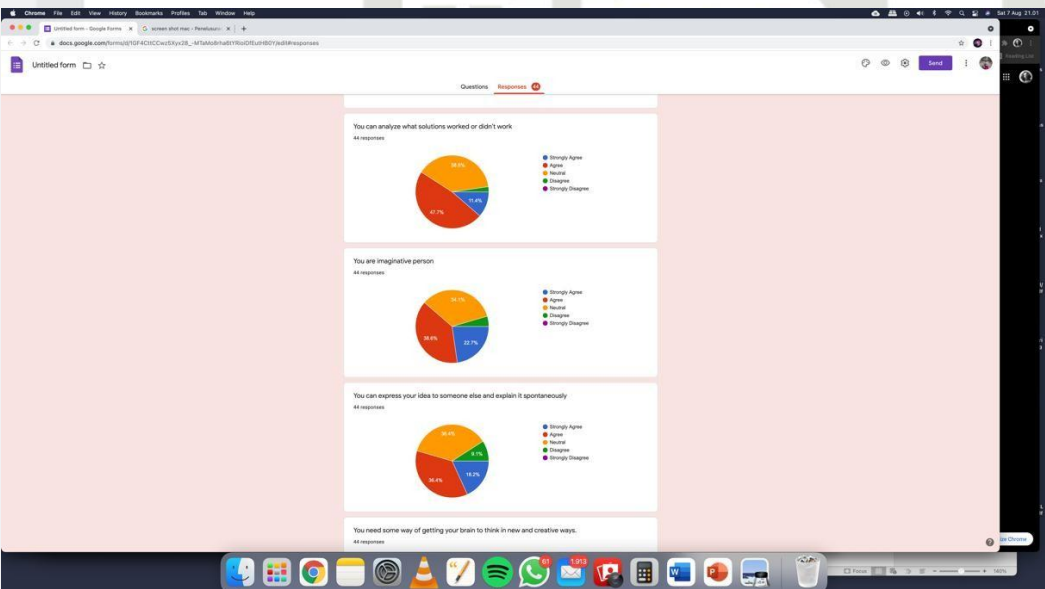
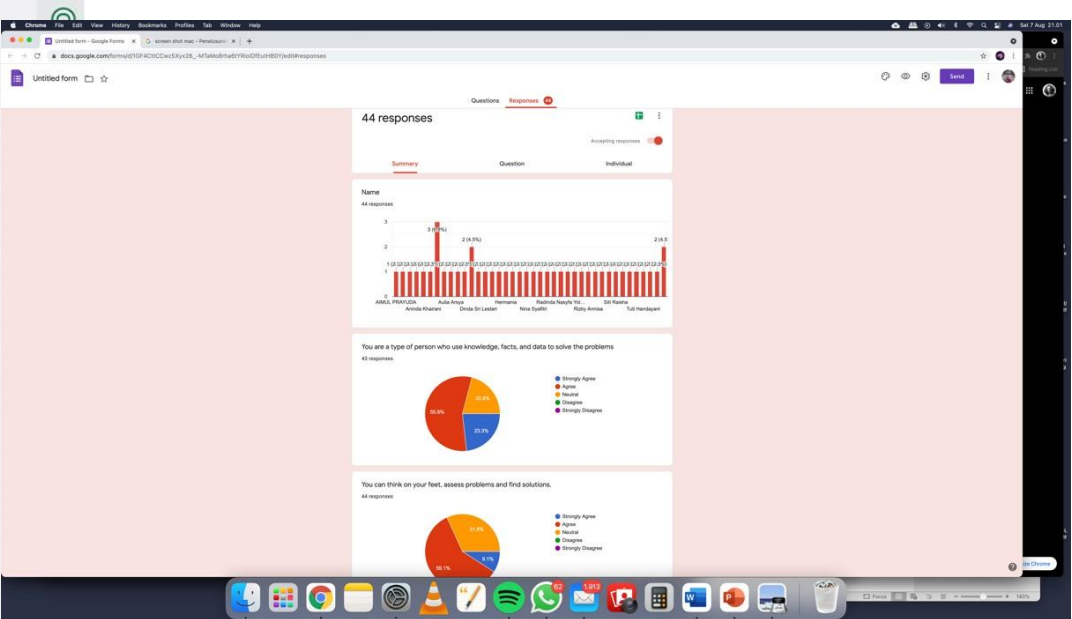
Intrument of The Research

UIN SUSKA RIAU



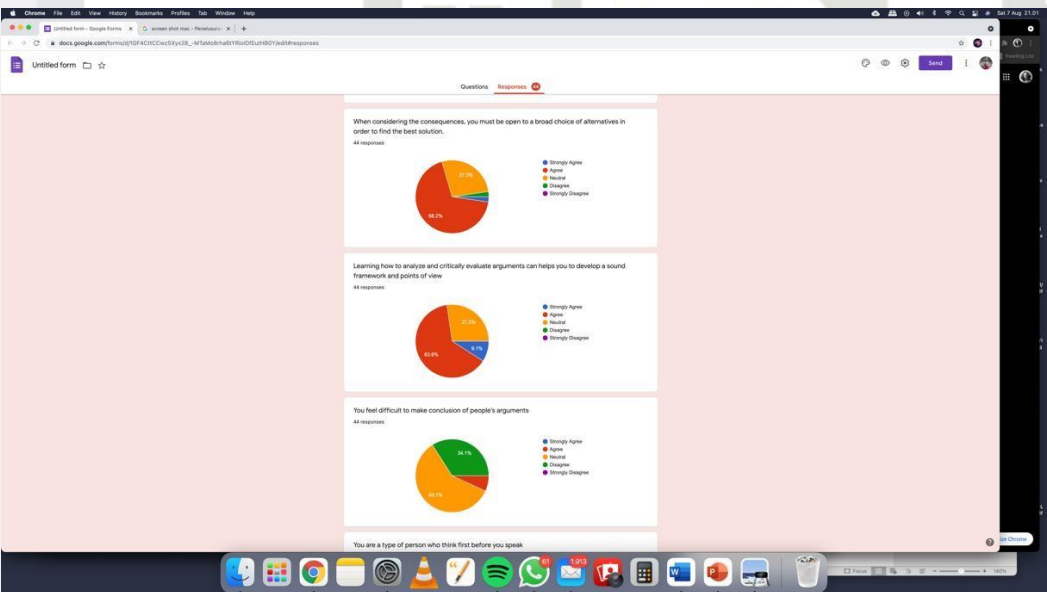
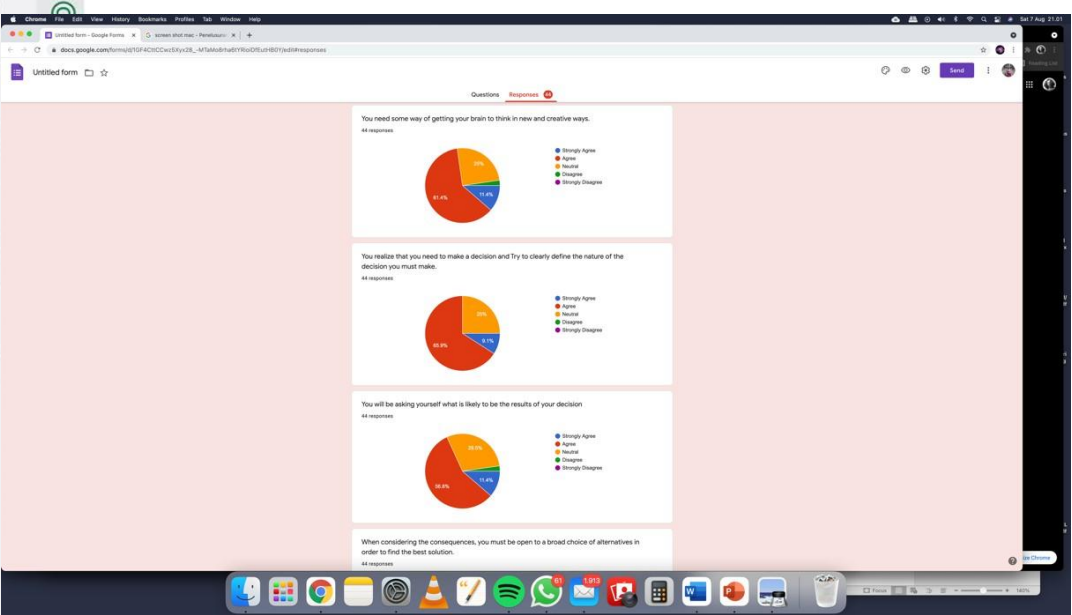
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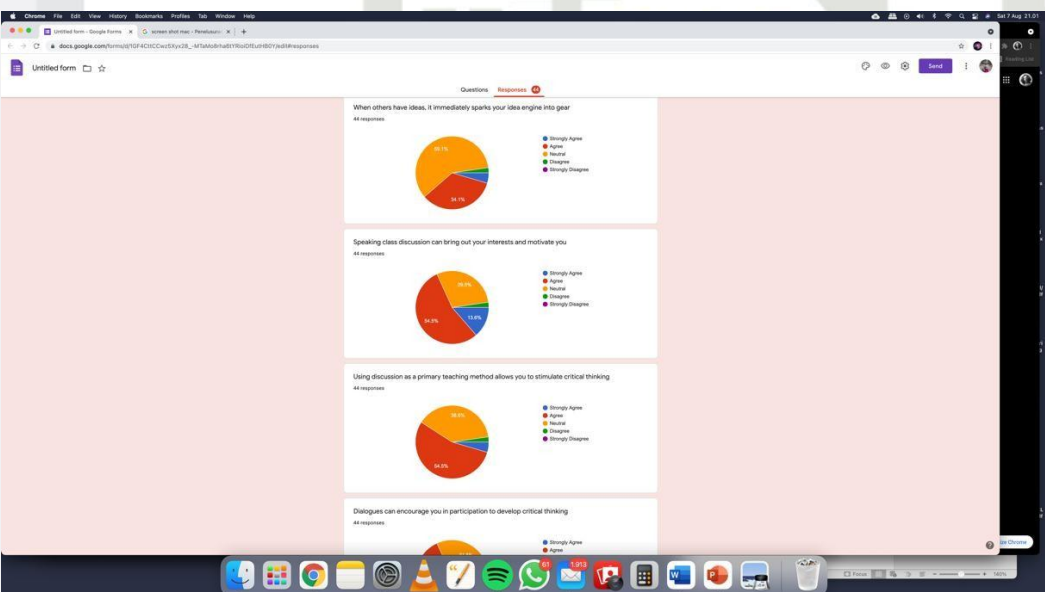
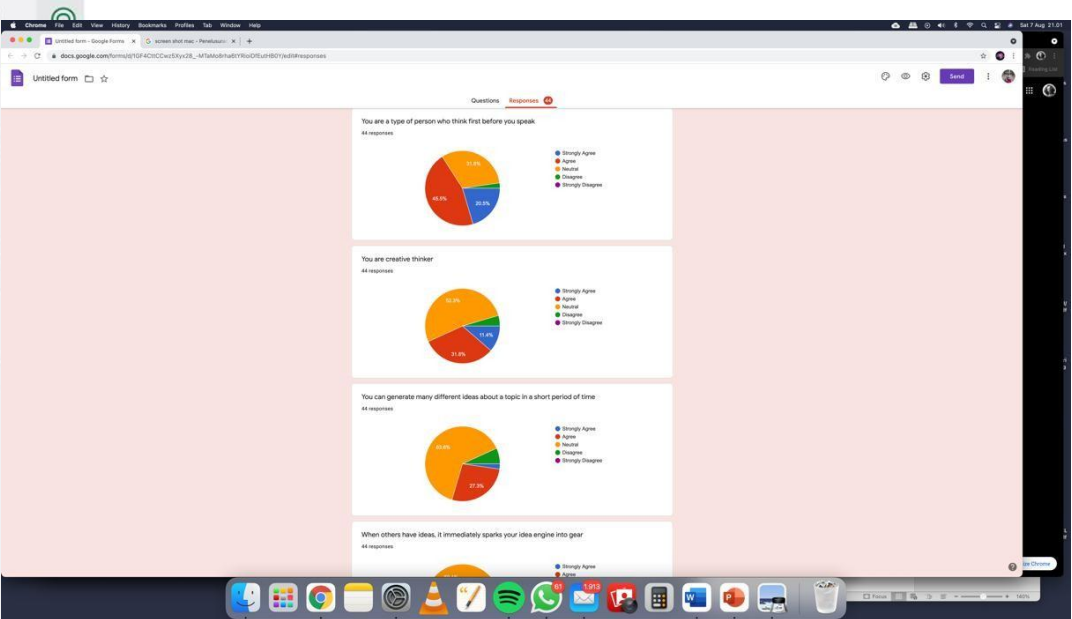
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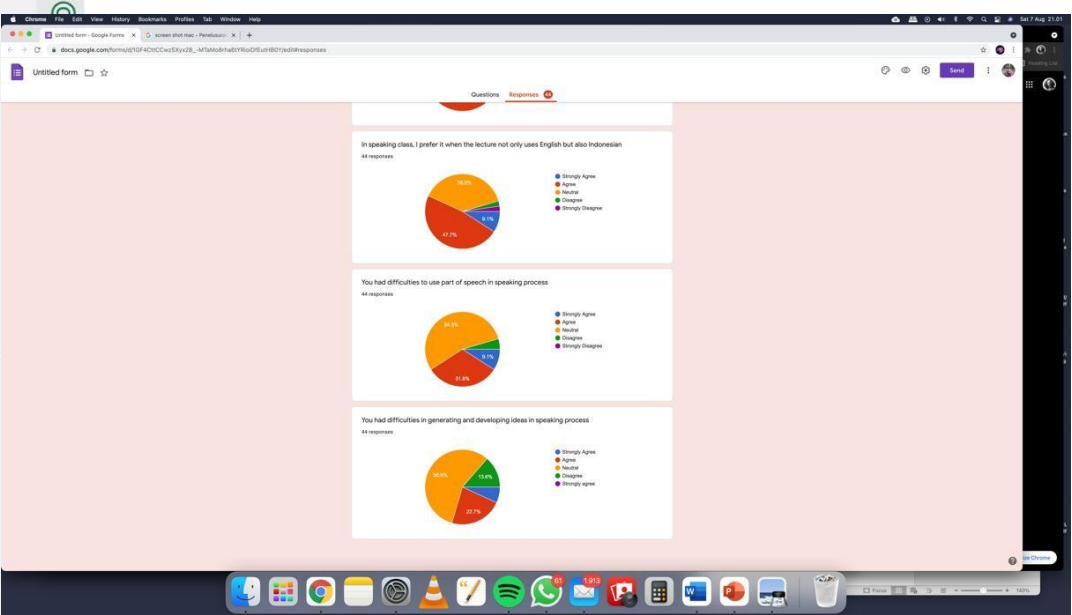
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Questions **Responses**

The Questionnaire of Dialogical Critical Thinking in Speaking English at The Fourth Semester Student of State Islamic University of Sultan Syarif Kasim Riau

This questionnaire is an instrument/research tool about dialogical critical thinking in speaking English at the fourth semester student of UIN SUSKA Riau. The researcher will maintain the confidentiality of respondent's information and use it for the purpose of this research. Thank you for your willingness and the attention.

Name *
Subandhi Pongga

You are a type of person who use knowledge, facts, and data to solve the problems *

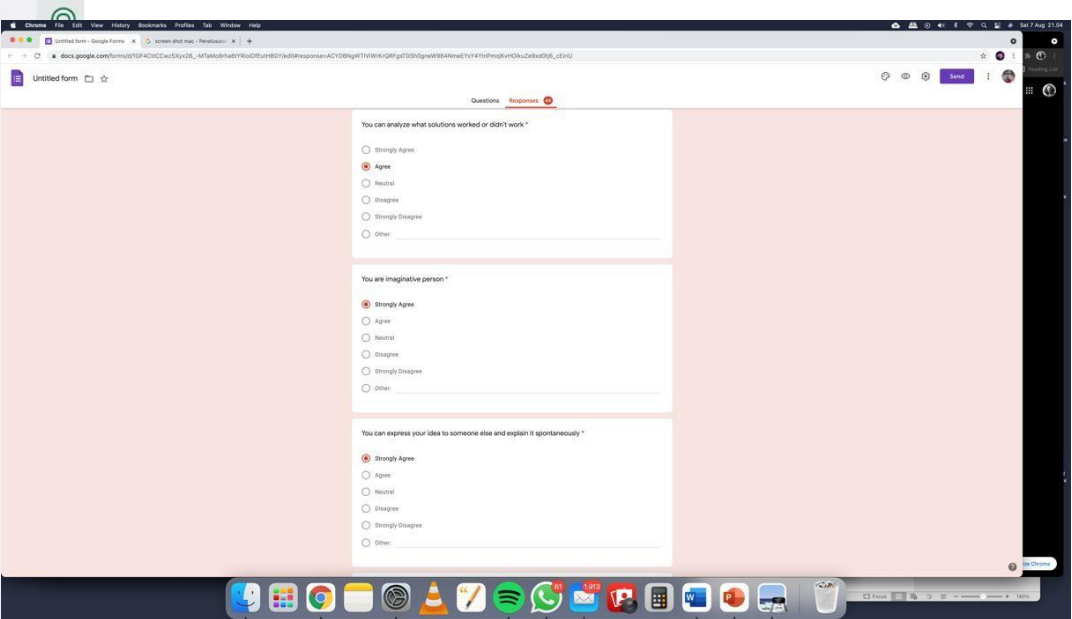
☐ Strongly Agree
☒ Agree
☐ Neutral
☐ Disagree
☐ Strongly Disagree
☐ Other

You can think on your feet, assess problems and find solutions. *

☐ Strongly Agree
☒ Agree
☐ Neutral
☐ Disagree
☐ Strongly Disagree
☐ Other

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Questions Responses

You can analyze what solutions worked or didn't work *

☐ Strongly Agree

☒ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

☐ Other _____

You are imaginative person *

☒ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

☐ Other _____

You can express your ideas to someone else and explain it spontaneously *

☒ Strongly Agree

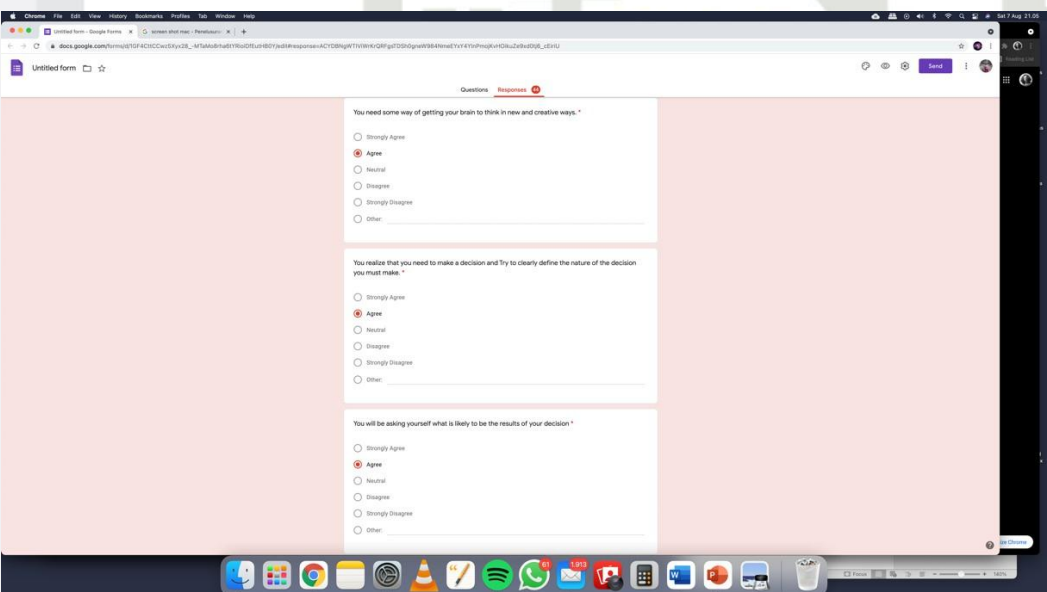
☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

☐ Other _____



Questions Responses

You need some way of getting your brain to think in new and creative ways *

☐ Strongly Agree

☒ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

☐ Other _____

You realize that you need to make a decision and try to clearly define the nature of the decision you must make *

☐ Strongly Agree

☒ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

☐ Other _____

You will be asking yourself what is likely to be the results of your decision *

☐ Strongly Agree

☒ Agree

☐ Neutral

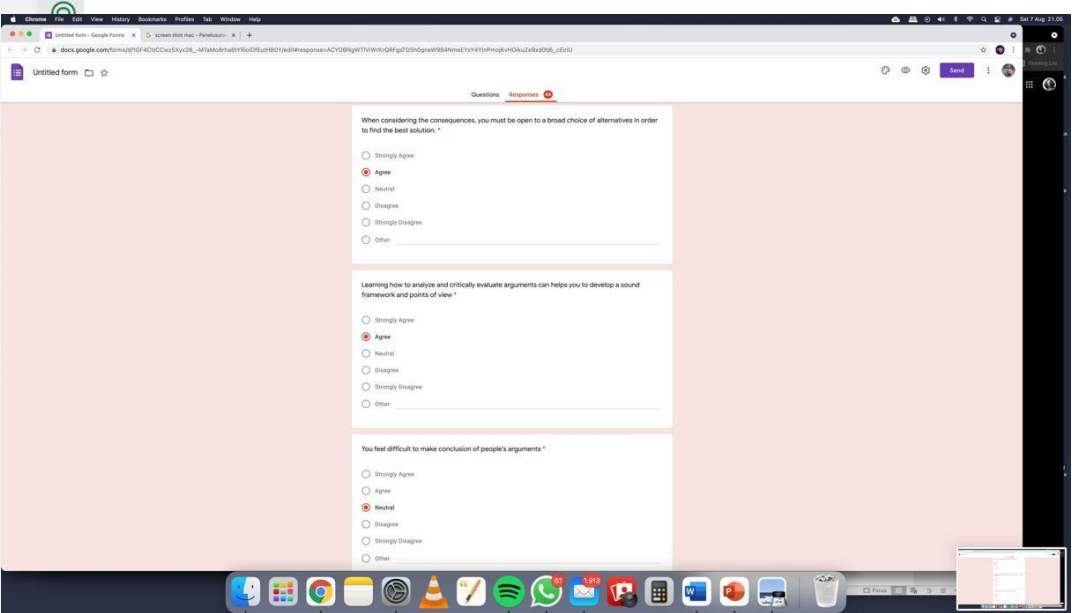
☐ Disagree

☐ Strongly Disagree

☐ Other _____

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Questions Responses

When considering the consequences, you must be open to a broad choice of alternatives in order to find the best solution. *

☐ Strongly Agree

☒ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

☐ Other _____

Learning how to analyze and critically evaluate arguments can help you to develop a sound framework and points of view. *

☐ Strongly Agree

☒ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

☐ Other _____

You feel difficult to make conclusion of people's arguments. *

☐ Strongly Agree

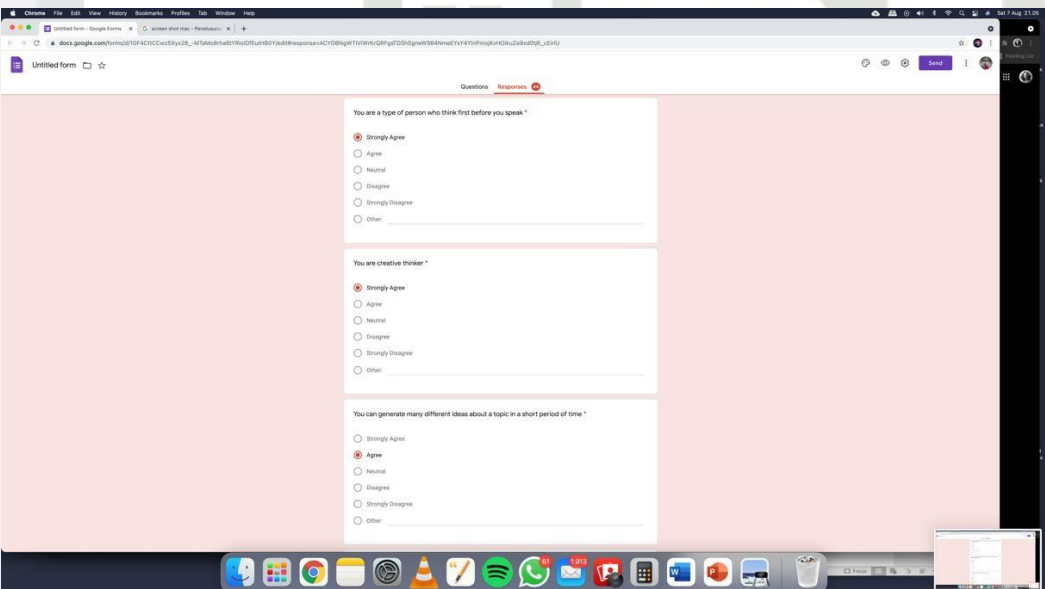
☐ Agree

☒ Neutral

☐ Disagree

☐ Strongly Disagree

☐ Other _____



Questions Responses

You are a type of person who think first before you speak. *

☒ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

☐ Other _____

You are creative thinker. *

☒ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

☐ Other _____

You can generate many different ideas about a topic in a short period of time. *

☐ Strongly Agree

☒ Agree

☐ Neutral

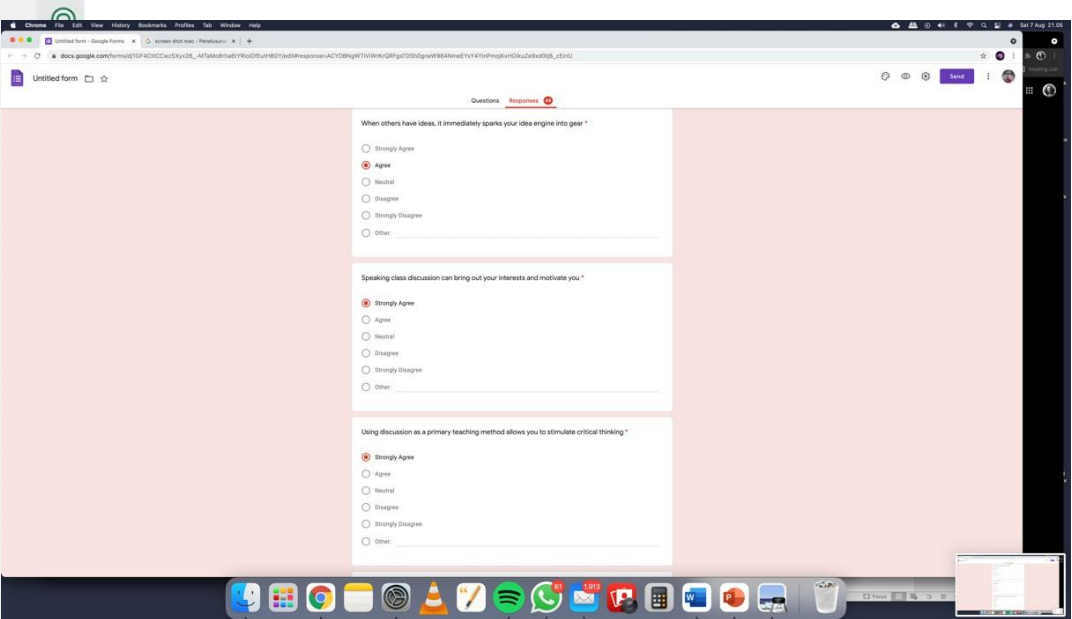
☐ Disagree

☐ Strongly Disagree

☐ Other _____

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Questions Responses

When others have ideas, it immediately sparks your idea engine into gear *

☐ Strongly Agree

☒ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

☐ Other

Speaking class discussion can bring out your interests and motivate you *

☒ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

☐ Other

Using discussion as a primary teaching method allows you to stimulate critical thinking *

☒ Strongly Agree

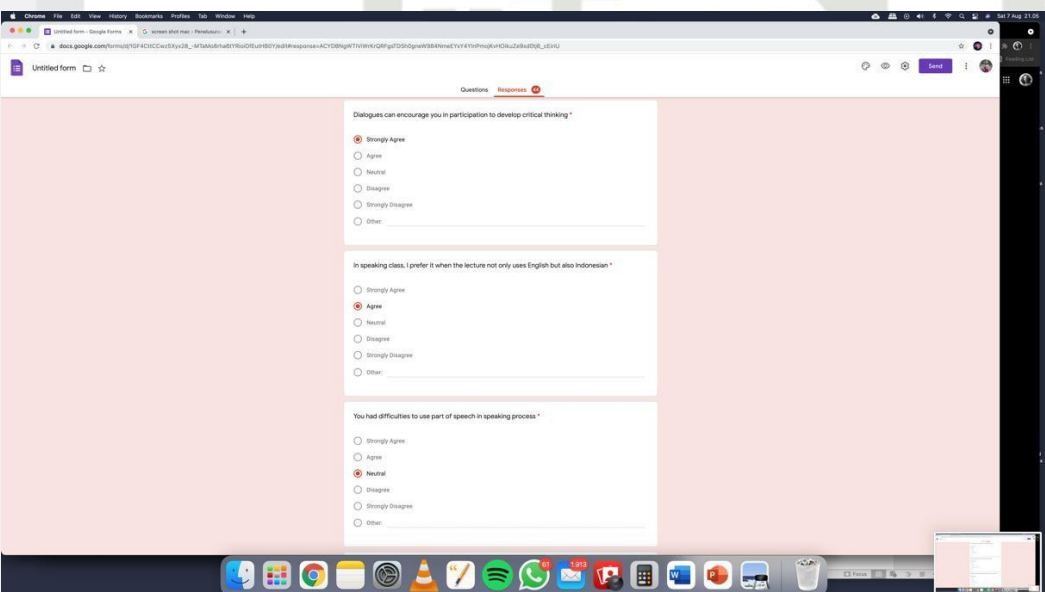
☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

☐ Other



Questions Responses

Dialogues can encourage you in participation to develop critical thinking *

☒ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

☐ Other

In speaking class, I prefer it when the lecture not only uses English but also Indonesian *

☐ Strongly Agree

☒ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

☐ Other

You had difficulties to use part of speech in speaking process *

☐ Strongly Agree

☐ Agree

☒ Neutral

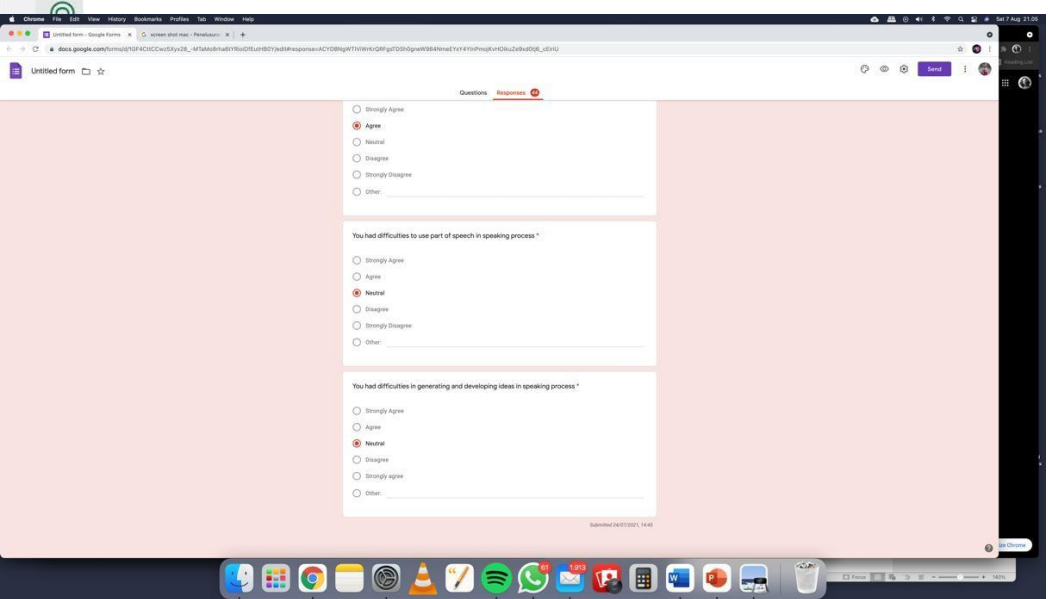
☐ Disagree

☐ Strongly Disagree

☐ Other

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APPENDIX 2

Recapitulation of Respondents

UIN SUSKA RIAU

		Number of Items																
		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	Score
Number of Respondents	1	4	4	4	3	4	2	4	4	4	4	4	4	5	4	4	3	64
	2	4	4	4	4	4	3	4	5	3	4	4	4	4	4	4	4	67
	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	52
	4	4	5	5	4	4	4	4	4	3	4	5	5	5	5	4	4	73
	5	4	3	4	4	4	4	4	4	4	4	4	3	4	4	4	4	66
	6	4	4	4	4	4	3	3	3	3	4	4	3	3	3	3	4	60
	7	4	2	2	4	4	4	3	4	4	4	2	4	4	4	3	4	60
	8	3	3	3	4	4	3	3	4	4	4	3	4	4	4	4	4	62
	9	4	4	4	4	3	3	3	3	3	3	4	3	3	3	3	4	58
	10	4	4	4	4	4	4	4	3	3	4	4	3	3	3	3	5	64
	11	3	4	4	4	4	3	4	4	4	4	4	4	3	3	4	3	62
	12	4	4	4	4	4	4	4	4	3	4	4	4	4	4	3	4	66
	13	4	3	3	4	4	4	4	4	4	4	3	4	4	4	4	4	65
	14	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	51
	15	4	2	2	4	4	4	4	3	4	3	4	2	3	3	4	4	56

RECAPITULATION OF RESPONDENTS' ANSWER

RELIABILITY OF QUESTIONNAIRE

Cronbach's Alpha	N of Items	Description
.845	21	Reliable

VALIDITY OF QUESTIONNAIRE

Statement	r _{hitung}	r _{table}	Description
Item 1	0,308	0.467	Valid
Item 2	0,308	0.459	Valid
Item 3	0,308	0.182	Not Valid
Item 4	0,308	0.613	Valid
Item 5	0,308	0.637	Valid
Item 6	0,308	0.620	Valid
Item 7	0,308	0.547	Valid
Item 8	0,308	0.558	Valid
Item 9	0,308	0.638	Valid
Item 10	0,308	0.469	Valid
Item 11	0,308	0.404	Valid
Item 12	0,308	-0.030	Not Valid
Item 13	0,308	0.547	Valid
Item 14	0,308	0.637	Valid
Item 15	0,308	0.219	Not Valid
Item 16	0,308	0.501	Valid
Item 17	0,308	0.556	Valid
Item 18	0,308	0.587	Valid
Item 19	0,308	-0.318	Not Valid
Item 20	0,308	0.452	Valid
Item 21	0,308	0.467	Valid

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APPENDIX 3

Recommendation Letters

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State Islamic University of Sultan Syarif Kasim Riau

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Nomor: Un.04/F.IL4/PP.00.9/4269/2020

Sifat : Biasa

Lamp. : -

Hal : **Pembimbing Skripsi**

Pekanbaru, 13 April 2020

Kepada
Yth. Drs. Samsi Hasan, M.H.Sc.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh
Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Type your text Nama : NELLI MUTIARA AFRIDA

NIM : 11710424252

Jurusan : Pendidikan Bahasa Inggris


Judul : The Exploring Dialogical Critical Thinking in Speaking English
at The Fourth Semester Student of State Islamic University of
Sultan Syarif Kasim Riau

Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

Wassalam

an. Dekan
Wakil Dekan I



Dr. Drs. Alimuddin, M.Ag.
NIP. 19660924 199503 1 002

Tembusan :

Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: ftk_uinsuska@yahoo.co.id

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Sifat : Biasa
Lamp. : -
Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 30 April 2021

Kepada
Yth.

1. Drs. Samsi Hasan, M.H.Sc.

2.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh

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NIM : 11710

Jurusan : Pendidikan Bahasa Inggris

Judul : The Exploring Dialogical Critical Thinking in Speaking English at the Fourth Semester Student of State Islamic University of Sultan Syarif Kasim Riau.

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

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Wassalam

an. Dekan

Wakil Dekan I



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NIP. 19660924 199503 1 002

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Lamp. : -
Hal : *Mohon Izin Melakukan PraRiset*

Pekanbaru, 28 Mei 2021

Kepada
Yth. Ketua Prodi
Pendidikan Bahasa Inggris
UIN Suska Riau
di
Tempat

Assalamu'alaikum warhmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : NELLI MUTIARA AFRIDA
NIM : 11710424252
Semester/Tahun : VIII (Delapan)/ 2021
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

an Dekan
Wakil Dekan III

Dr. Drs. Nursalim, M.Pd.
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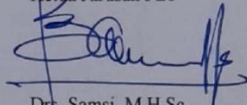
Nama : NELLY MUTIARA AFRIDA
 NIM : 11710424252
 Program Studi : Pendidikan Bahasa Inggris
 Jenjang : S1 Universitas Islam Negeri Sultan Syarif Kasim Riau

Di beri izin untuk melaksanakan pra-riset untuk pengumpulan data undergraduate thesis yang berjudul "The Exploring Dialogical Critical Thinking in Speaking English at The Fourth Semester Students of State Islamic University of Sultan Syarif kasim Riau" di Jurusan Pendidikan Bahasa Inggris UIN Suska Riau.

Demikianlah surat keterangan ini dibuat agar dapat dipergunakan semestinya. Terimakasih.

Pekanbaru, 28 Mei 2021

Mengetahui,
 Ketua Jurusan PBI


 Dr. Samsi, M.H.Sc.
 NIP. 19630803 199303



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Hal : *Mohon Izin Melakukan Riset*

Pekanbaru, 11 Juni 2021 M

Kepada
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Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : NELLI MUTIARA AFRIDA
NIM : 11710424252
Semester/Tahun : VIII (Delapan)/ 2021
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Exploring Dialogical Critical Thinking In Speaking English At The Fourth Semester Student Of State Islamic University Of Sultan Syarif Kasim Riau
Lokasi Penelitian : Uin Suska Riau, Jl. H.R Soebrandt No 155 Km.15 Simpang Baru Panam Pekanbaru
Waktu Penelitian : 3 Bulan (11 Juni 2021 s.d 11 September 2021)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

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Rektor
Dekan
Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.
NIP. 19740704 199803 1 001

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Sultan Syarif Kasim Riau



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
 Email : dpmtsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/41814
 TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/5823/2021 Tanggal 11 Juni 2021**, dengan ini memberikan rekomendasi kepada:

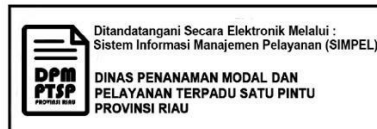
- | | |
|----------------------|--|
| 1. Nama | : NELLI MUTIARA AFRIDA |
| 2. NIM / KTP | : 117104242520 |
| 3. Program Studi | : PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : S1 |
| 5. Alamat | : PEKANBARU |
| 6. Judul Penelitian | : THE EXPLORING DIALOGICAL CRITICAL THINKING IN SPEAKING ENGLISH AT THE FOURTH SEMESTER STUDENT OF STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU |
| 7. Lokasi Penelitian | : UIN SUSKA RIAU |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 17 Juni 2021



Tembusan :
Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Rektor UIN Suska Riau di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

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UIN SUSKA RIAU

KEMENTERIAN AGAMA REPUBLIK INDONESIA
 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
 جامعة السلطان شريف قاسم الإسلامية الحكومية ريارو
 STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
 Jl. H.R. Soebrantas KM.15 No.155 Tuahmadani Tampan - Pekanbaru 28293 PO Box. 1004
 Telp. 0761-562051 Fax. 0761-562052 Web. www.uin-suska.ac.id, E-mail: rektor@uin-suska.ac.id

Nomor : B-1579/Un.04/WR.I/TL.00/07/2021
 Sifat : Biasa
 Lamp :
 Hal : Izin Riset

Pekanbaru, 2 Juli 2021

Kepada Yth. Tarbiyah dan Keguruan
 Dekan Fakultas
 Kabag
 UIN Suska Riau

Pekanbaru

Assalamualaikum Wr. Wb.

Dengan hormat, menindaklanjuti surat nomor : 503/DPMPSTSP/NON IZIN-RISET/41814 tanggal 17 Juni 2021 hal Mohon izin Riset dan Pengambilan Data Tugas Akhir/Skripsi, maka kami minta kepada Saudara agar dapat membantu Penelitian nama tersebut di bawah ini :

Nama : Nelli Mutiara Afrida
 NIM : 117104242520
 Program Studi : Pendidikan Bahasa Inggris

Untuk dapat melaksanakan Penelitian dan Pengambilan Data guna mendapatkan Data dan Informasi yang terkait dengan Judul Penelitian: "The Exploring Dialogical Critical Thinking In Speaking English At The Fourth Semester Student Of State Islamic University Of Sultan Syarif Kasim Riau" pada unit kerja saudara.

Demikianlah kami sampaikan atas kerjasamanya diucapkan terimakasih.

Wassalam

a.n. Rektor

Wakil Rektor Bidang Akademik,
 dan Pengembangan Lembaga



Hj. Helmiati, M.Ag

NIP. 19700222 199703 2 001

Tembusan:
 Yth. Rektor UIN Suska Riau.

Bag-Akd.239/eh/su/07/2021



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كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 7677307 Fax (0761) 21129

KEGIATAN BIMBINGAN MAHASISWA SKRIPSI MAHASISWA

1. Jenis yang dibimbing : Skripsi
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Drs. Samsi Hasan, M. H. Sc
 - a. Nomor Induk Pegawai (NIP) : 196308031993031003
3. Nama Mahasiswa : Nelli Mutiara Afrida
4. Nomor Induk Mahasiswa : 11710424252
5. Kegiatan : Bimbingan Skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	12 Maret 2021	Instrument.		
2	15 maret 2021	Revising Chapter III, Validity and Reability.		
3	5 April 2021	Revising Chapter IV.		
4	10 juni 2021	Revising Chapter IV and Chapter V.		
5	27 Juli 2021	Revising Grammar, Punctuation, and Conjunction, Checking Appendices.		
6	04 Agustus 2021	Approved for Munaqasyah Examination.		


Pekanbaru, 3 Maret 2021
Pembimbing,

Drs. Samsi Hasan, M. H. Sc
NIP. 196308031993031003



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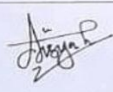
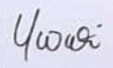
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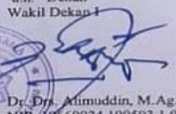
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Jalan H. R. Sudirman Km. 10 Tanjung Pagarbaru Riau 28253 PG. BOK 1094 Telp. (0761) 7977307 Fax (0761) 21129

**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa : Nelli Mutiara Afrida
 Nomor Induk Mahasiswa : 11710424252
 Hari/Tanggal Ujian : Selasa/ 27 Oktober 2020
 Judul Proposal Ujian : The Exploring Dialogical Critical Thinking in Speaking English at The Fourth Semester Student of State Islamic University of Sultan Syarif Kasim Riau
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang Dalam Ujian proposal

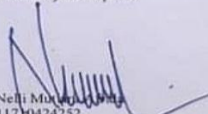
No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Nur Aisyah Zulkifli, M.Pd	PENGUJI I		
2.	Kurnia Budiyantri, M.Pd	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I



Dr. Drs. M. Muddin, M.Ag.
NIP. 19660924 199503 1 002

Pekanbaru, 5 Maret 2020
Peserta Ujian Proposal



Nelli Mutiara Afrida
11710424252